**Lesson Plan #1**

**Similarities and Differences in Two Versions of “Beauty and the Beast”**

**Essential Question:** What similarities and differences did you notice in both “Beauty and the Beast” stories?

**Goal:** The students will be exposed to a European folktale.

The students will be able to verbalize similarities they noticed in both stories.

The students will be able to verbalize differences they noticed in both stories.

**Objectives:**

Tell a folktale that originated in Europe.

Describe similarities and differences in the two texts.

**Action Plan:**

**1.    Environment/materials:**

**Environment:**

The students will enter the library and sit on one of six “floor” chairs. We will be sitting on stools facing them. On the wall will be a map of the world showing both Europe and North America. On the smart board, both of the book titles will be written along with a visual of each of the books to help the children who have difficulty reading, cannot read, or are dyslexic. The titles will be written on a giant Venn diagram drawn on the smart board.

Once we have read each book, we will write a few characteristics of each story on the Venn diagram on the smart board so that the students can use these lists as a reference as they notice similarities and differences between each version of the story. We will also preselect some similarities and differences that we think the students might notice.

After the lesson is finished, the students will be dismissed to check out books for the last fifteen minutes of class. During this time, they can move around freely in the library.

**Materials:**

Six “floor” chairs

Book: *A First Book of Fairy Tales* by Mary Hoffman

Book: *The Great Smelly, Slobbery, Small-Tooth Dog* by Margaret Read MacDonald

Smart board – Book titles written on each side of a Venn diagram

World Map (showing Europe and North America)

**2.    Special Needs:**

The school and class are set up for students with special needs. The class is a small size, with only five to six students in each class.

We have chosen to read two different versions of “Beauty and the Beast.” We chose a simple traditional version of the story, with vibrant illustrations to accompany the text, as well as a second version (a lively variant of the story) filled with repetitive language and colorful illustrations. The more traditional version that we chose is very short and has easy vocabulary. We did not want to choose a long version of the story or one with difficult vocabulary that the students might not understand, clouding their comprehension of the text.

We are going to show the students a map of the world, then specify a location on the map to show in which continent the story originated (Europe, in this case). We will also point out North America so the students can see where they are in relationship to Europe.

After reading each story we will ask the students about anything they noticed in the story. We will write down some of their responses on the Venn diagram. We will then have the students come up and add their own characteristics on the Venn diagram. We will have them draw a picture of their characteristics so that the students who cannot read or write on their own will not feel bad about not being able to contribute. By creating a Venn diagram we will be creating a tangible list for the students regarding the characteristics of each story.

**3.    Outline of lesson:** Lesson from 1:00 – 2:00

Enter the library:

Students enter library and come to story area.

**Introduction to the lesson:**

Introduction - Connecting:

*We know that you have been studying Europe in your class. Todya, we are going to read to you a folktale from Europe.*

Stand up next to the world map and ask:

*Does anyone know where Europe is on the map?*

Point to Europe on the map.

*And we are all the way over here. That story had to travel very far in order to get to us.*

Point to North America on the map.

**5 minutes**

**Mini-lesson:**

\*If necessary, remind them to raise their hands when talking.

*The European folktale that we are going to read is called “Beauty and the Beast.” Some of you might have heard of this story before...*

*We are going to read you two different versions of the story. The first version is called “Beauty and the Beast.”*

Read “*Beauty and the Beast”* by Madame de Beaumont.

**10 minutes**

**Explore or experiment:**

Point to the title written on the Venn diagram.

*What did you notice about this story?* (Characters, setting, plot, etc.)

Write their responses on the smart board and add illustrations for some responses.

*Do you think there was a moral in this story?*

*What was it?* (Not to judge people based on the way they look, but instead by what is inside them.)

Summarize the characteristics they have listed.

**10 minutes**

*Now we are going to read a different version: “The Great Smelly, Slobbery, Small-Tooth Dog”* by *Margaret Read MacDonald*

As we read, we will define a few pre-selected vocabulary words (thieves, hedges, bound, stroke, murmur, weeping, muttered, and vowed).

**10 minutes**

Point to the title written on the smart board.

*What did you notice about this story?* (Characters, setting, plot, etc.)

Write their responses on the Venn diagram and then have the students come up and draw some characteristics on the smart board.

*Do you think there was a moral in this story?*

*What was it?* (Not to judge people based on the way they look, but instead by what is inside them.)

Summarize the characteristics they have listed.

**10 minutes**

**Assessment:**

*Did/Do you notice anything that was similar (the same) in both books?*

Pointing to the lists written on the smart board, remind them of some of the characteristics they mentioned that they noticed in each of the stories.

Circle the characteristics they list as similar and write them in the middle of the Venn diagram. Summarize the characteristics they have listed as similar.

*Did/Do you notice anything that was different in both books?*

Pointing to the lists written on the smart board, remind them of some of the characteristics they mentioned they noticed in each of the stories that are not circled.

After they respond, summarize the characteristics they have listed as different.

**Conclusion:**

We will conclude the lesson by pointing to the lists written on the smart board. We will remind them of some of the characteristics they mentioned that they noticed in each of the stories, as well as similar characteristics and different characteristics.

**5 minutes**

Check-out time

*All right, you now have ten minutes to browse and checkout books. Enjoy!*

**10 minutes**